DOCUMENT RESUME

ED 413 291 SP 037 572

AUTHOR Downing, John H.
TITLE Establishing a Proactive Discipline Plan in Elementary Physical Education.
PUB DATE 1996-00-00
NOTE 19p.
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; *Discipline; Elementary Education; *Physical Education; Physical Education Teachers; Psychomotor Skills; *Student Behavior; *Student Motivation; Teacher Motivation; Theory Practice Relationship
IDENTIFIERS *Behavior Management; *Proactive Teaching

ABSTRACT

A proactive behavior management program, implemented in the early elementary years, can bring about the goal of increased learning time. The six elements of a proactive discipline plan in physical education at the elementary level are: (1) establish rules; (2) create a record keeping system; (3) determine a procedure for conferring group positive feedback; (4) determine a procedure for conferring individual positive feedback; (5) determine group contingencies for misbehavior; and (6) determine individual contingencies for misbehavior. While the most effectively designed behavior management program will not prevent some individual or group behavior problems 100 percent of the time, seeking incremental gains until academic learning time in physical education actually reaches 50 percent is an achievable goal. As time progresses and good behavior increases both teacher and students will realize the benefits of increased time on task. The result should demonstrate increased levels of psychomotor skills, and an increased motivation for teachers to teach and students to learn. Sample recordkeeping charts are included. Suggestions are offered for implementing each of the proactive discipline elements. (Contains 13 references.) (ND)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 413 291

ESTABLISHING A PROACTIVE DISCIPLINE PLAN IN ELEMENTARY PHYSICAL EDUCATION

JOHN H. DOWNING, PH.D.

Elementary school children who exhibit behavior problems will often demonstrate lower levels of psychomotor skills. A practical approach to rectifying this problem is to modify instruction commensurate with students' skill deficiencies. If levels of skill competencies increase, children will usually exhibit higher levels of motivation to learn and behavior problems will decrease. Conversely, reducing the frequency of the problem behaviors should increase the degree and levels of skill learning by providing more time for learning to occur. This alternative requires effective class management in conjunction with proactive behavior management programs. Research (Beauchamp et al, 1990; Bobbitt et al, 1991; Boyce & Walker, 1991; Kosiec, 1986 & Sherrill, 1993) has demonstrated that many teachers need to learn more effective and efficient methods of affecting the latter option. Data from a survey conducted by the National Center for Educational Statistics (Bobbitt, et al, 1991) indicated that both current and former teachers perceived that dealing more effectively with student discipline and making schools safer was the second highest priority - after increasing teacher salaries - that school districts might adopt to not only increase teacher efficiency but to encourage them to remain in the profession. Data collected from private schools evinced similar results. Boyce and Walker (1991), Siedentop (1991), Fink and Siedentop (1989), & Brophy and Good (1986), suggested that the establishment of class

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Downing

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP037572

BEST COPY AVAILABLE

rules and routines are critical to the development of an organizational structure conducive to decreased managerial and behavior problems. Siedentop, Tousignant and Parker (1992), suggested that efficient management of time and behavior in the gymnasium generally translates into increased Academic Learning Time in Physical Education (ALT-PE) which they identified as a benchmark indicator of student achievement in physical education. Beauchamp, Darst & Thompson (1990), defined ALT-PE as a measure of student on-task behavior plus successful motor responses. In addition, Kelly (1989), found that an exemplary criterion for time on task in a physical education environment is 50%. The gymnasium as opposed to the typical academic classroom poses unique management problems. Time lost during transitions, entrance and exit routines, gathering, dispersing and attendance procedures, skill demonstrations, group and individual corrective feedback, and the problem of escalating student teacher ratios contribute to the unique management problems in physical education. As a result, it is incumbent on teachers to utilize their instructional time as efficiently and effectively as possible. A proactive behavior management program, implemented in the early elementary years, can help to affect this goal.

Despite these current research findings, many teachers use reactive approaches when dealing with behavior problems in their classes. A reactive approach is best illustrated by a teacher waiting for inappropriate behaviors to occur and responding - reacting - to such behaviors with various, non-specific forms of negative reinforcement or punishment, without the use of previously established contingencies for rules violations. Problems with this approach include: the punishment often "does not fit the crime", the child does not understand the reason for the punishment, the punishment becomes reinforcing to the child or the child, over time,

develops an ingrained hate and/or fear of the punisher (Short, 1994). In general, numerous reactive behavior incidents in a typical elementary physical education class reduce academic learning time. To illustrate this point, if there are five behavior problems in a thirty minute class and each incident lasts two minutes, ten minutes of instructional time is lost. Using 50% time on task as a general rule of thumb for a typical physical education class, this case scenario allows only five minutes for potential learning. Proactive behavior management programs have greater potential for alleviating these types of problems. They provide a systematic approach to alleviating behavior problems and increasing students' time on task.

Components of a Discipline Plan

There are six components of a proactive discipline plan in physical education at the elementary level. They are as follows: 1) establish rules, 2) create a record keeping system, 3) determine a procedure for conferring group positive feedback, 4) determine a procedure for conferring individual positive feedback, 5) determine group contingencies for misbehavior and 6) determine individual contingencies for misbehavior.

Guidelines for Establishing Rules

Rules are critical for establishing and maintaining an organizational structure within the class. Rules also allow the teacher to effectively utilize class time for the teaching of skills. The guidelines for establishing rules are:

1. ***Four to five rules are usually sufficient.*** Too many rules will overwhelm the majority of children. Keep the rules general and relate them to major behavior categories of

misbehavior such as self-indulgence, aggression, and noncompliance. Keeping them posted in areas of high visibility is often helpful - depending on level (s) of reading skills - as is having the children repeat them as they enter the gymnasium. **2. *State rules positively (beginning rules with "don't" conveys that you expect misbehavior)***. Examples of positively stated rules are, "keep your hands and feet to yourself", and "raise your hand when you wish to speak" as opposed to "don't hit or kick others in the gym", and "don't speak out without permission". ***3. Tailor rules to the vocabulary of the students.*** Checking with other teachers in the school regarding the children's vocabulary level will help. ***4. Make sure that the students understand the rules.*** One way to insure student understanding of rules is to role play (Camino & Calcagno, 1995) and have students identify positive and negative instances of rules adherence and/or rules violation; another method of teaching children responsible behavior is through the use of good behavior games within the infrastructure of the class activities (Kosiec, 1986). Sherrill (1993) indicated that good behavior games which utilize democratic principles in establishing and monitoring rules, consequences and rewards, serve as excellent sources of reinforcement for both positive and negative group behaviors. A game of tee ball can adopt good behavior game principles. Under the conditions of the good behavior game teams accumulate negative points by breaking democratically established rules. If one or more of the team members fights, cuts in line, refuses to hustle in the field etc. during the game, negative points are accumulated per incident. Based on a predetermined cut-off number of behavior violations, a team or teams (or no teams) are winners if their point totals are under the cut-off number. Possible consequences for the winning team(s): good behavior certificates, points on a bulletin board, or "free play" at

some predetermined time. Team(s) whose points exceed the cut-off number do not receive certificates or points, if those contingencies are in use. Under the "free play" contingency, they continue to work on the skills that the class is currently learning during the winning team's "free play" time plus they owe time from the next general "free play" within the class. Individualized versions of this model can be incorporated into the rules, especially if there are one or more particularly difficult children in the class. Regardless of how the game is implemented, the major emphasis should be on its positive consequences.

The Record Keeping System

In order to measure the effectiveness of the behavior management program, ongoing, accurate records must be kept. Monitoring students' progress provides the teacher with information relative to group or individual behavior trends, specific occurrences of behavior problems, class time spent on behavior management and indicators of increased/decreased psychomotor efficiency. These data afford the teacher an accurate picture of the status of the program while providing information relative to any necessary modifications that should be made to increase its effectiveness. Moreover, if a higher percentage of behavior disturbances in the gymnasium are identified and rectified, there should be an increased amount of on-task time available for learning. An efficient, objective method of record keeping allows for the consistent provision of rewards and punishments.

There are a variety of methods for recording behavioral data. Daily record sheets such as The Student Conduct Recording Sheet (Rink, 1993) and The General Supervision Instrument (Siedentop, 1991), wall charts, bulletin board charts (behavior progress charts), video cameras or

more category-specific computer programs such as the Observation, Analysis and Recording System (OARS) (Kelly, 1987) are available . The record sheets, wall and bulletin board charts are less expensive and can often be visually enhanced by surrounding them with cartoon characters or sport symbols. They are easily adapted to interval data collection techniques. Video cameras and computer programs are more costly and time consuming, but more reliable in terms of measurement. They are also more feasible when student teacher ratios are high. If classes are excessively large, data collection can also be performed by teacher aides. Regardless of the method(s) used, analysis of results must be continuous allow the teacher to institute any necessary program modifications while maintaining control of the class.

Procedures for Providing Positive Feedback to Individual Students

Step One: Determine what behaviors will be monitored and rewarded daily.

Instructional responses, written assignments and general conduct are behaviors usually measured. Instruction - award two points for extra effort, cooperation and following rules, one point if a minor problem occurs, such as not lining up immediately at the specified signal, or if the child exerts effort only part of the time and zero points if a major problem occurs or the child exerts no effort. Written Assignments (if applicable) - allocate points according to the nature and extent of assignments; always keep these points on the same scale as those awarded in the instructional setting. General Behavior - design an objective method for awarding points for improvements in behavior. ***Step Two: Record behavior on Daily Record Sheets***. (Figure 1) Conferring systematic feedback requires the teacher to be organized and efficient. A daily record sheet should be designed, attached to a clipboard and carried with the teacher at all times. This sheet

will allow the teacher to record points and time owed from special activities such as "free time" without interruption. It also allows the teacher to take notes and jot down special reminders. After two to three weeks, carrying it will become automatic. As a data base of behavior information is accumulated, the teacher can continuously analyze the information and prescribe any necessary modifications to the existing program. ***Step Three: Transfer points from the Daily Record Sheet to the Wall Chart***. (Figure 2) Perform this task at the end of the period in a brief ceremony. Be sure that appropriate feedback is promptly disseminated as information is transferred from the record sheet to the wall chart. Note - in large classes where time is limited verbal reinforcement should be given at the end of the class, and points transferred from the record sheet to the wall chart before the next class meeting. ***Step Four: Determine how many points a student must earn to receive reinforcement.*** Determine how many points can be earned in a week, and use that number as a basis for goal setting. Since elementary physical education classes rarely meet five times a week, the teacher should develop a reward system that is both feasible and accountable. Remember, with exceptions of art, music and physical education, the regular classroom teacher often sees the same child in every class meeting for the entire week, while the physical education teacher might only see that child two or three times per week. For younger or immature students, one might set an initial goal of three to four points weekly so they can easily earn a reward, while also learning the actual purpose and function of the point system. When the student reaches the goal, provide the reinforcement, then create a new chart for that same student making reinforcement contingent on twice the amount of good work as previously demonstrated. Twice the amount of work should equate to approximately two weeks for older

students and one to one and one half weeks for the younger students. Understand that these numbers are guidelines and not absolute benchmarks. These point allocations are dependent on the number of weekly class meetings. As the term continues the procedure for increasing the amount of work for rewards should be modified to allow for: a) individual differences in ability, b) constraints regarding the actual amount of time available in class, and c) a ceiling effect as good behavior increases. Be consistent in allocating points to individual students. ***Step Five: Determine what a student will receive when he/she reaches the goal***. Possible reinforcers: a) free activity time - five minutes at an appropriately determined time, usually at the end of class; b) a special physical education behavior certificate; c) a visit to the principal; d) squad leader (age dependent); or, e) appropriate edibles. What the student receives as reinforcement is less important than the actual achievement of the goal. The teacher should communicate this thorough positive reinforcement. ***Step Six: Monitor student progress and make modifications in the point system for students who are not meeting their goals***. Lower your expectations - return to step one and modify your point allocations in relation to varying levels of skill achievement, while increasing verbal encouragement. Make an extra effort to catch a student being good. In addition, make sure that the work is not too difficult - a skill assessment may be appropriate here. If the skill is too difficult for the student, no reward will motivate them to achieve success.

Procedures for Providing Positive Feedback to the Entire Class

Conferring positive feedback to the entire class collectively is an essential element in the establishment of cooperative learning. As class behavior increases, the need to reinforce

individual students with points for good behavior decreases. The protocol for providing positive feedback to the entire class is as follows: ***Step One: Evaluate and monitor behavior***. At the end of each class period the teacher reviews the behavior of the whole class: if the students followed the rules they receive positive feedback; if the students did not follow the rules, calmly explain what the problem was. ***Step Two: Record behavior***. The instructor can use a behavior progress chart [The Good Behavior Race] (Figure 3) to record behavior. For every 10 minutes that the students follow the rules, the runner is advances one space. If any student misbehaves the runner does not move. ***Step Three: Determine what the goals will be***. Start out with small goals; five spaces should allow the students to reach their goals during the first week. Each time a goal is reached add one more space to the chart so students will have to display ten more minutes of good behavior. Continue adding spaces until there are about 20 spaces on the chart. ***Step Four: Determine the reward for reaching the goal***. One of the easiest, most powerful rewards for reaching a goal in the physical education environment is "free activity time", which in the physical education environment means free choice of activity. Allow one minute of "free activity time" for each 10 minutes of work that they have done, e.g. five spaces equals five minutes of free activity time. ***Step Five: Praise students who are behaving, ignore students who are misbehaving***. Remember, the objective of the procedure is to provide positive feedback, so do not move the runners backward. Do not threaten not to move the runners since this provides attention to misbehavior(s). If a student misbehaves, praise someone who is behaving. Then, at the end of the hour, explain why you can't move the runners. If you are

consistent in praising behavior and awarding individual points, you should be able to move the runners 50% of the time.

Procedures for Providing Consequences for Group Misbehavior

Step One: ***Monitor behaviors which preclude instruction*** . Any action or lack of action on the part of a student or group of students that interferes with the teacher's ability to teach and the learner's ability to learn fulfills the requirements for precluded instruction. Behaviors that do not interfere with the teaching/learning process - assuming that they do not pose a safety threat - should be ignored. However, while ignoring individual misbehaviors that do not affect the remainder of the class, the teacher should positively reinforce those students who remain on task, especially those in close proximity to the student who is misbehaving. This procedure should teach the misbehaving student that attaining positive interaction with the teacher requires on-task behavior. ***Step Two:*** ***Punish inappropriate behaviors using the following procedures***:

1. Look at the clock and at some predetermined signal have everyone sit quietly until they get themselves under control.
2. Wait until the class is completely quite, observe the clock and determine the elapsed time.
3. The class "owes" two minutes plus the time elapsed from when they sat down to when they were completely under control.
4. Record the time owed at the top of the Daily Record Sheet. (Figure 1)
5. Inform the students of the amount of time they owe and resume instruction.
6. When free time, recess or some other pre-determined valued activity arrives, all students must pay back the time that is owed. This process is easily implemented by utilizing

elements of the previously mentioned good behavior games model. Students continue to work on whatever skills the class is currently learning during the allotted free play period plus other free play periods (if necessary) until the balance of time is paid off.

7. If the students terminate the inappropriate behavior(s) before the predetermined signal, have them sit down anyway. You want to teach them to control behavior without having to remind them to do so.

Step Three: Explain the time owing procedure before implementing it. This procedure must be explained beforehand so everyore understands the consequences of misbehavior. Reinforce the reasons for the procedure in a neutral environment, not when you are upset. Maintain a positive tone during the course of the discussion, and remind them that their good behavior will quickly finish the race. Do not show emotion when implementing any of these procedures. Some students may find that reinforcing.

Procedure for Providing Individual Consequences for Misbehavior

The previously mentioned procedures will usually rectify most behavior problems. For some students, however, ignoring misbehaviors and praising other students' positive behaviors will not suffice, and a more direct approach is warranted. ***Step One: Decide which behaviors will be punished on an individual basis***, for example, hitting, swearing etc. Make a list. ***Step Two: Any time a student engages in one of these behaviors, she/he will owe one minute of free time, recess and/or some other predetermined contingency.*** The owing time will vary depending on the frequency of the behavior. The actual time per individual must be administered consistently. ***Step Three: Patiently explain to the student the specific behavior that he/she is***

engaging in and how much time he/she owes. Record the minutes owed on the Daily Record Sheet (Figure 1), and delete the record when the time is paid back. If the time owing procedure is effective, the student should gradually decrease the incidence of misbehavior. If after two weeks the student is still misbehaving, reevaluate the program. Some of the possible problems occurring are: the ratio of negative to positive interactions with the student is too high, or the current point system may not be motivating to the student and a different reward may be warranted.

A Final Word

The teacher should remember two principles if and when she/he decides to adopt this or any similar proactive behavior management program. First, if such a program is initiated into an environment that has historically implemented reactive behavior programs with punishment used as the primary reinforcer, the teacher should be aware that initially student behaviors may not improve, and in some cases, may even regress. As previously stated punishment often causes aversive reactions in children. They may develop a fear or even a hatred for the punisher. If these reactions have been conditioned over a long period of time, it will take a while before these children are re-conditioned to the new protocols. Other children, especially the less skilled, may find punishment rewarding. Since these children possess poor motor skills they rarely receive positive reinforcement for skill performance. They often have a history of gaining the teacher's attention by misbehavior. As they are reconditioned these habits will change. The key for the teacher is to be patient and consistent in objectively administering the program from the outset. The rest will follow. Second, the choice of consequences for good and bad behavior will vary

from teacher to teacher and class to class. Be sure, however, that all choices are in line with school and school district policies. Deciding on the amount of time used within contingencies such as owing time and free time is also the prerogative of the teacher, although these decisions should reflect an appropriate ratio between available learning time and available free time.

Conclusion

There is no perfect solution to behavior problems in the physical education environment. The most effectively designed behavior management program will not prevent some individual or group behavior problems 100 percent of the time. Many of the behavior problems encountered by teachers are due to factors that have no relationship to the school experience. Poor home environments and deteriorating neighborhood conditions are primary factors that may influence negative behavior. In addition, even exemplary students have bad behavior days. Seeking incremental gains until ALT-PE reaches 50% is an achievable goal. As time progresses and good behavior increases both teacher and students will realize the benefits of increased time on task. The results should demonstrate increased levels of psychomotor skills, and an increased motivation for teachers to teach and students to learn.

REFERENCES

Beauchamp, L., Darst, P., & Thompson, L. (1990). Academic learning time as an indicator of quality high school physical education, *Journal of Physical Education, Recreation and Dance*, 61(1), 92-95.

Bobbitt, S., Faupel, E., & Burns, S. (1991). *Characteristics of stayers, movers, and leavers: results from the teacher followup survey, 1988-89.* U. S. Department of Education, Office of Educational Research and Improvement: National Center for Educational Statistics.

Boyce, B. A., & Walker, P. (1991). Establishing structure in the elementary school, *Strategies,* 5(2), 20-23.

Brophy, J., & Good, T. (1986). Teacher behavior and student achievement, in M. Wittrock (Ed.), *Handbook of research on teaching* (pp. 328-375). New York: MacMillan.

Camino, E., & Calcagno, C. (1995). An interactive methodology for empowering students to deal with controversial environmental problems, *Environmental Education Research,* 1(1), 59-74.

Fink, J., & Siedentop, D. (1989). The development of routines, rules, and expectations at the start of the school year, *Journal of Teaching in Physical Education,* 8(3), 198-212.

Kelly, L., (1989). Instructional time, *Journal of Physical Education, Recreation and Dance,* 60(6), 29-32.

Kelly, L., (1987). *Observation, analysis and recording system,* Charlottesville, VA: Maze.

Kosiec, L. (1986). The good behavior game: A replication with consumer satisfaction in two elementary classrooms, *Technique,* 2(1), 15-23.

Rink, J., (1993). *Teaching physical education for learning* (2nd edition), St. Louis, MO: Mosby-Year Book

Sherrill, C. (1993). *Adapted physical activity, recreation and sport: Crossdisciplinary and lifespan* (4th edition), Dubuque, IA: WCB Brown & Benchmark.

Short, P. (1994). *Rethinking student discipline: Alternatives that work.* Thousand Oaks, CA: Corwin Press, 1994.

Siedentop, D. (1991). *Developing teaching skills in physical education* (3rd edition). Mountain View, CA: Mayfield.

Siedentop, D., Tousignant, M., & Parker, M. (1982). *Academic learning time-physical education coding manual.* Columbus, OH: Ohio State University School of Health, Physical Education and Recreation.

SAMPLE DAILY RECORD SHEET

Date/Grade_____/_____ Teacher:_____

Students	Points	Time Owed	Behavior Notes
1. Joe Smith			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Other notations/reminders -

Figure 1 Daily Record Sheet

SAMPLE WALL CHART (20" X 24")

STUDENT	*POINTS*								

Figure 2 Wall Chart (Erasable)

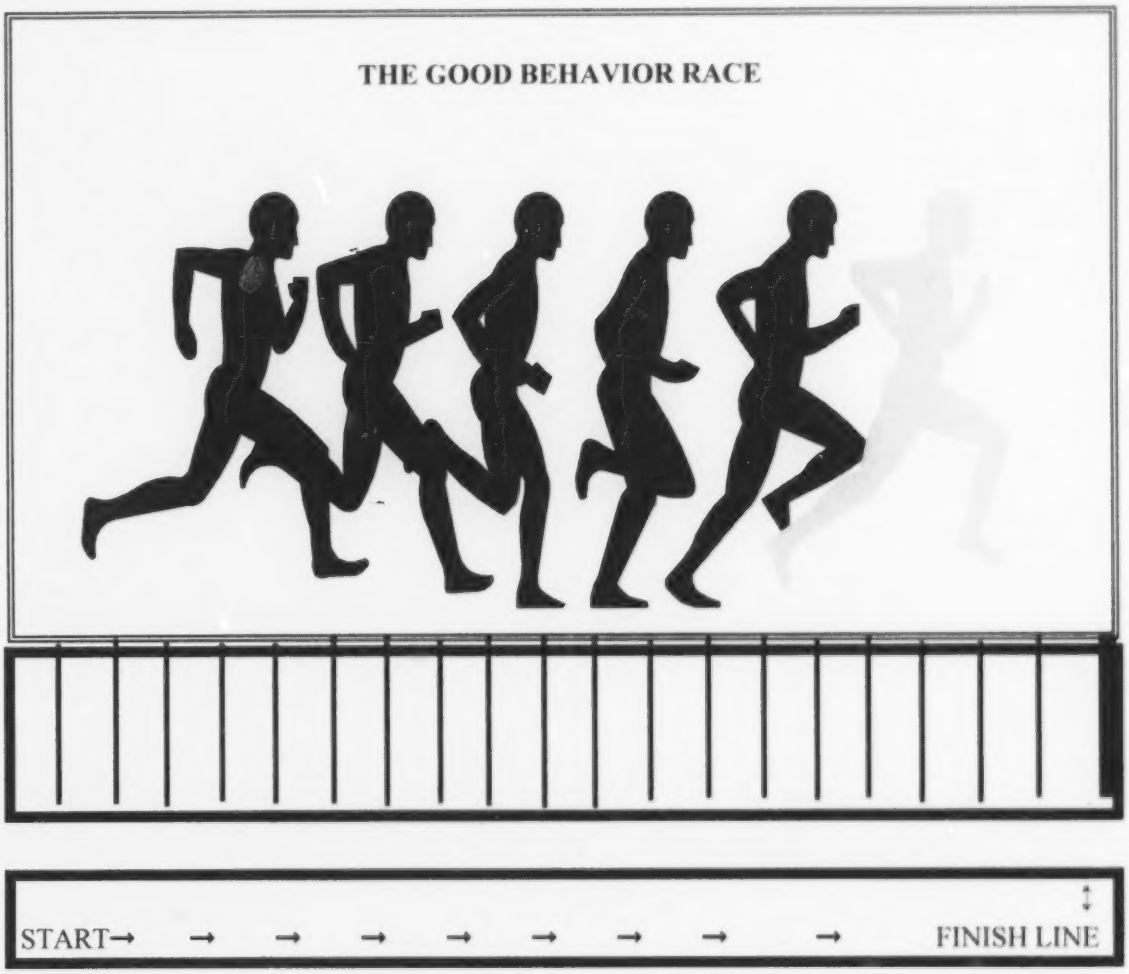

Figure 3 BEHAVIOR PROGRESS CHART